

Victoria Junior School

Behaviour Management Policy



Reviewed: January 2023

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Agreed by Governors January 2023

1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **recognition and Consequences**

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, around the school, in assemblies and at break and lunchtimes
- Non-completion of classwork or homework
- Swearing
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Leaving the classroom without permission
- Leaving the premises
- Aggressive swearing

- Any form of bullying
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Any article a staff member reasonably considers not appropriate for a child, including knives and other weapons

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and responsibilities

5.1 The governing body

The governing body of Victoria Junior School is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body of Victoria Junior School will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body of Victoria Junior School giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and Consequences are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMS

The class teacher has responsibility for dealing with misbehaviour of pupils in their class. They can draw on support from SLT and SMT for serious misbehaviour. The senior leadership team will support staff in responding to serious misbehaviour incidents.

It is the responsibility of the class teacher to liaise directly with parents/carers about the behaviour of pupils. If a parent/carer asks about the behaviour of their child refer them directly to the teacher who has had responsibility for them that day.

5.4 Parents

Parents are expected to:

- support their child in adhering to the pupil code of conduct
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly

6. Pupil code of conduct

Pupils at Victoria Junior School are expected to:

- behave in an orderly and self-controlled way
- show respect to members of staff and each other
- in class, make it possible for all pupils to learn
- move quietly around the school
- treat the school buildings and school property with respect
- wear the correct uniform at all times
- accept consequences when given
- refrain from behaving in a way that brings the school into disrepute, including when outside school, including when on-line.

7. Recognitions and Consequences

At Victoria Junior School we use a range of recognitions and consequences to improve behaviour:

Positive behaviour will be rewarded with:

- praise
- Informal feedback, letters or phone calls home to parents
- Special responsibilities/privileges
- Recognition assemblies for school
- Weekly Newsletter slot to recognise pupils fulfilling our school core values
- Headteacher and class teacher awards
- Stickers and certificates
- Congratulations Wall

Victoria Junior School uses the following consequences in response to misbehaviour:

- A verbal reprimand
- Expecting work to be completed at home, or at break or lunchtime
- One to one discussions, letters or phone calls home to parents

Victoria Junior School uses the following consequences in response to serious misbehaviour:

- Discussions with the pupil and family
- Agreeing a behaviour contract
- Work with TA.
- Internal exclusions
- Formal Exclusions (to be made by SMT only).

All serious misbehaviour must be reported on CPOMS.

8. Off-site behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school.

9. Malicious allegations

Where a pupil makes an accusation against a member of staff, including through social media, and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our Complaints Policy for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

10. Behaviour management

Our aim is to have behaviour management that is so good that it is invisible. Pupils behave well because they want to and see the value in their work, not because of promises of rewards or consequences. Pupils view staff as fair and decisive. As a result, they make excellent progress academically, and staff feel confident and unstressed.

11. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They consistently will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

12. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on CPOMS and reported to parents

13. Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils and may be returned to parents.

We will also confiscate any item which is harmful or detrimental to school discipline. These items may be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

14. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator (Mrs Lewis) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

15. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. Please refer to the Transition Policy.

16. Training

Our staff are provided with training on managing behaviour as part of their induction process.

Key members of staff are trained in proper use of restraint

Behaviour management will also form part of continuing professional development.

A staff training log is completed termly and reported to Governors.

17. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the Resources Committee and the Full Governing Body of Victoria Junior School annually. At each review, the policy will be approved by the headteacher.

18. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying policy
- Transition policy
- Complaints policy
- Staff Yearbook
- Parental Yearbook
- SEND Policy

Appendix 1: Written statement of behaviour principles

1. We take care of our school and everyone in it.
2. We try hard with whatever we do.
3. We work, play and move around our school calmly and safely.
4. We respect and listen to each other and use good manners when speaking,
5. We are honest and always tell the truth.
6. We work as a team to make our school great.